

## **Abstract**

My theses called „Intergrated thematic instruction“ in the „Step by Step programme“ describes, analyses and evaluates the usage of Integrated Thematic Instruction (ITI) on the 1<sup>st</sup> level of the primary school. ITI is considered like one of the possibilities of the realisation of the educational content which is delimited by General Educational Programme which broad interpretation offers to this realisation.

My theses is devided into two parts – theoretical and practical. The theoretical part deals with the analysis of the educational content in regard with the schoolwork integration. Besides the integration itself, my theses also deals with thematic teaching and integrated thematic teaching in curriculated documents. My theses also refers to integrated thematic teaching in modification of the „Step by Step programme“ and tries to limit ITI in the project teaching background. The integral component of the theoretical part is also a part devoted to the key competences and their acquisition.

I focus on the components monitoring of the brain compatible environment during the real practical teaching in the „Step by Step programme“. I analyse the above mentioned components within three ITI projects which happen during my classes. The analysis runs based on the Korthagen’s cycle where the last phase of the cycle becomes the first phase of the new cycle. This is the way how to work on my proffessional development. I deal this cycle with more points of view and I analyse it according to the before settled criteria.